



July 2020

South Dakota Project AWARE Meeting Facilitation

Meeting 3 Summary

PREPARED BY

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Overview of Project

South Dakota Project AWARE is a grant program focused on building partnerships between education agencies and mental health agencies statewide to increase awareness of mental health issues and coordination of services for school-age children. In Year 1 of the grant, the South Dakota Department of Education (SD DOE) and the South Dakota Department of Social Services, Division of Behavioral Health (DSS-DBH), convened a statewide advisory group and created local implementation teams comprised of stakeholders from local education agencies and community mental health centers. As part of Year 1 implementation, SD DOE and DSS-DBH partnered with Marzano Research to develop a shared mission and vision for the project.

Marzano Research collaborated with SD DOE and DSS-DBH partners to plan and facilitate one virtual meeting with the local implementation teams in preparation for a second, in-person meeting with the statewide advisory group. The first meeting included implementation team leaders, representatives from SD DOE and DSS-DBH, and representatives from the four school districts associated with the initial implementation of services and their designated mental health service providers under the grant. Marzano Research conducted Meeting 1 virtually with the local implementation teams to begin building consensus on a shared mission and vision for the project. Prior to Meeting 1, we worked with SD DOE and DSS-DBH partners to establish specific outcomes and create a meeting agenda. We designed a process for discussion, collaboration, and decision-making that engages participants, surfaces their interests and needs, and results in higher levels of trust and ownership.

The second, in-person meeting was held on November 14, 2019, in Oacoma, South Dakota. Attendees were representatives from statewide advisory group partners, including SD DOE, DSS-DBH, school districts and mental health service providers, prevention providers, the Associated School Boards of South Dakota, the South Dakota School Superintendents Association, School Administrators of South Dakota, the South Dakota School Counselor Association, the South Dakota Association of School Psychologists, the Center for Prevention of Child Maltreatment, South Dakota School Nurse Association, and South Dakota universities. During the meeting, the advisory group representatives provided input on the grant mission and vision. They also developed structures and shared resources to support future implementation. After this second meeting, SD DOE and DSS-DBH partners finalized the South Dakota Project AWARE mission and vision.

Attendees at the third, virtual meeting included representatives from statewide advisory group partners. The summary of this meeting is below.

Meeting 3 Summary

The virtual meeting took place on Wednesday, June 23, 2020, from 9:00 a.m. to 12:00 p.m. CT. Marzano Research staff members Anne Butterworth, Mike Siebersma, and Shelby Hubach facilitated the meeting.

PARTICIPANTS

Participants included members from the local implementation teams, staff from SD DOE and DSS-DBH, and representatives from education and mental health professional associations across South Dakota. Tables 1–3 list the participants from the statewide advisory group, local implementation teams, and state agencies, respectively.

Table 1. Project AWARE Advisory Group Participants

Participant	Organization	Position
Amanda Bender	South Dakota School Counselor Association	President-Elect
Andrea Diehm	SD DOE	School Counseling and Career Development Specialist
Mallory Kloucek	National Alliance on Mental Illness South Dakota	Project AWARE and Ending the Silence Coordinator
Michelle Majeres	Volunteers of America, Dakotas	Prevention Specialist
Loren Paul	South Dakota Education Association (SDEA)	President
Tiffanie Petro	Children's Home Society of South Dakota	Director of Advocacy and Prevention Program
Carrie Sanderson	Center for the Prevention of Child Maltreatment	Director
Sandra Waltman	SDEA	Director of Government Relations and Communications

Table 2. Local Implementation Team Participants

Participant	Organization	Position
Kim Aman	Bridgewater-Emery School District	Elementary Principal
Tami Ambrosen	Lewis & Clark Behavioral Health Services (LCBHS)	Director

Participant	Organization	Position
Lori Brunick	LCBHS	Systems of Care (SOC) Coordinator
Carrie Carney	Black Hills Special Services Cooperative (BHSSC)	Community Project AWARE Manager (CPAM)
Jaycie Culbert	LCBHS	CPAM
Joe Hauge	BHSSC	Executive Director
Lisa Jones	Sioux Falls School District	CPAM
Jennifer Keller-Bradford	Behavior Management Systems	Systems of Care (SOC) Coordinator
Pattie Lake-Torbert	Sioux Falls School District	Senior Coordinator of Student Services/Indian Education
Nicole Robideau	Southeastern Behavioral Health (SBH)	Assistant Clinical Director/Serious Emotional Disturbance Coordinator
Christena Schultz	Bridgewater-Emery School District	Middle and High School Principal
Greg Seefeldt	Douglas School District	Middle School Principal
Jenelle Sigler	Bridgewater-Emery School District	CPAM
Tutush Woldemariam	SBH	SOC Coordinator

Table 3. State Agency Participants

Participant	Organization	Position
Melanie Boetel	DSS-DBH	Assistant Director of the Division of Behavioral Health
Jacquie Larson	SD DOE	Project AWARE Director
Beverly Mentzer	DSS-DBH	Juvenile Justice Reinvestment Initiative Program Manager
Teresa Rowland	SD DOE	Project AWARE Coordinator
Alan Stein-Seroussi	Pacific Institute for Research and Evaluation	Project AWARE External Evaluator

OBJECTIVES

The meeting objectives were as follows:

1. To increase awareness and engagement of statewide partners.
2. To develop networks and structures to support statewide, interconnected behavioral and mental health services.
3. To provide opportunities to share resources and collaboratively address challenges.

SUMMARY OF ACTIVITIES

Marzano Research opened the meeting by welcoming the advisory group and local implementation team members. Next, we facilitated a connecting activity called “Nobody Like Me.” In Padlet, participants wrote a unique experience or characteristic about themselves that they believed other participants had not had or did not possess, such as starting a college women’s rugby team. After this activity, we reviewed the agenda for the day as well as the meeting objectives.

SD DOE partners then reviewed the South Dakota Project AWARE mission and vision. Next, two local implementation team members presented information on Tier 1 and Tier 2 interventions that they use in their schools. The Tier 1 intervention presented was Sources of Strength, a youth suicide prevention strategy involving the use of peer supports. The Tier 2 interventions presented were the targeted SAEBS (Social, Academic, and Emotional Risk Screener), the Ending the Silence presentation for parents, parent outreach meetings, small-group student activities like buddy lunches, and several progress monitoring strategies.

The external evaluator for South Dakota Project AWARE, Alan Stein-Seroussi from the Pacific Institute for Research and Evaluation (PIRE), presented evaluation results for all of Year 1 and Quarters 1 and 2 of Year 2. Stein-Seroussi provided implementation, survey, and interview results. In general, implementation activities have greatly increased in Year 2 compared to Year 1, most likely due to Year 1 being primarily a planning year. School staff survey results were related to the awareness of services and supports offered in schools; perceptions of mental health environment in the schools; perceived stigma associated with mental health; school climate; and self-efficacy to address mental health issues with students. Interview findings included appreciation for SD DOE and DSS-DBH responsiveness and collaboration, the building of a common language, teacher empowerment in terms of capacity and resources yet low teacher engagement, challenges with family engagement, and the importance of CPAM and SOC coordinator positions to implementation. At the end of the presentation, Stein-Seroussi posed four discussion questions, which participants discussed in breakout rooms:

1. How can we enhance staff awareness about services for students?
2. How can we enhance school climate as it relates to students’ attitudes and behaviors?
3. How can we enhance family engagement?
4. How can we sustain teachers’ attention on social-emotional learning after COVID-19?

Marzano Research then provided information on the consultancy protocol, including the purpose, roles, and timeline. Next, participants formed four groups to conduct the consultancy protocol. Four participants had been previously identified to prepare and present a dilemma related to their local implementation experiences. The groups used these dilemmas for the consultancy protocol. After completing the protocol, the groups included a headline in the Zoom chat box to exemplify their discussion.

After this activity, DSS-DBH partners provided information about 11 community mental health centers (CMHCs), 40 substance use disorder treatment providers, and 22 prevention agencies across South Dakota. The target populations are children with serious emotional disturbance and adults with serious mental illness. CMHCs serve over 20,000 individuals every year. The CMHCs and the substance use disorder treatment agencies are able to deliver services via telehealth, and greatly increased their delivery through telehealth when the pandemic hit to ensure treatment services could continue safely.

DSS-DBH partners also discussed the expansion of the SOC program. In 2018, there were five SOC coordinators across South Dakota, and currently there are 31 SOC coordinators. The SOC program measures outcomes related to family life satisfaction need categories, basic, social support, emotional, educational, community support, housing support, health, and safety. Finally, an SOC coordinator provided information on how she responsively, flexibly, and creatively supports families, especially in light of COVID-19.

Lastly, Marzano Research facilitated a reflection activity to close the meeting. Participants offered their perspectives on what confirmed their thinking, surprised them, and inspired them. Table 4 lists the participants' verbatim responses to these prompts.

Table 4. Participants' Responses to Reflection Activity

Confirmed My Thinking!	Surprised Me!	Inspired Me!
Services are available.	Quick implementation of telehealth.	Partnership relationships.
Partnership work and need support.	Struggles to engage/get buy-in.	Bike-riding grandma!
Services are needed.	SOC services available to families.	Statewide changes that may come from Project AWARE to positively impact all South Dakota students.
Efforts to meet basic needs of students and families.	Lessons learned are coming in early with the grant data.	Creativity with resources (especially summer rec items!!).
The data shared by PIRE shows the great work being done – and	Impact trauma-informed training has had in some schools (PIRE	State park passes so families can be outside together yet socially distant.

Confirmed My Thinking!	Surprised Me!	Inspired Me!
that there's still more to do, but we're getting there!	data from surveys and interviews).	
Dilemmas are not exclusive to one school/community but are unique in different ways.	There is a much greater need for these services than I ever could have imagined.	SOC work – so many great examples.
We are making progress! 😊	–	LCBHS and the work they are doing every day!
Partnerships take time but significantly enhance the work.	–	Personal stories.
Multiple agencies required to make Project AWARE successful.	–	Ability to quickly pivot during COVID-19.
The work we do is valuable.	–	Provided me a better understanding of the SOC's tasks and resources available.
–	–	The more we share, the more unique and effective solutions are evolving.
–	–	Potential/variability of services available to families because of PA.
–	–	The commitment of everyone involved in this work is inspiring!
–	–	Bridgewater-Emery first year Sources of Strength projects!

NEXT STEPS

Next steps of the South Dakota Project AWARE team include moving forward with the continuous implementation plan and identifying priorities and agenda items for the next advisory group meeting in November 2020.

Feedback Survey Findings

Fifteen of the 27 participants completed the feedback survey (a 55.5% response rate). Overall, respondents indicated they had a positive experience with the meeting. Most respondents (60%) were from one of the four local implementation teams (Figure 1). Over 90% of respondents indicated that the meeting objectives were met a fair amount or to a great extent (Figure 2). Additionally, respondents had positive perceptions of the extent to which meeting segments deepened their understanding of and engagement with South Dakota Project AWARE (Figure 3).

Figure 1. Respondents’ Membership in a Local Implementation Team

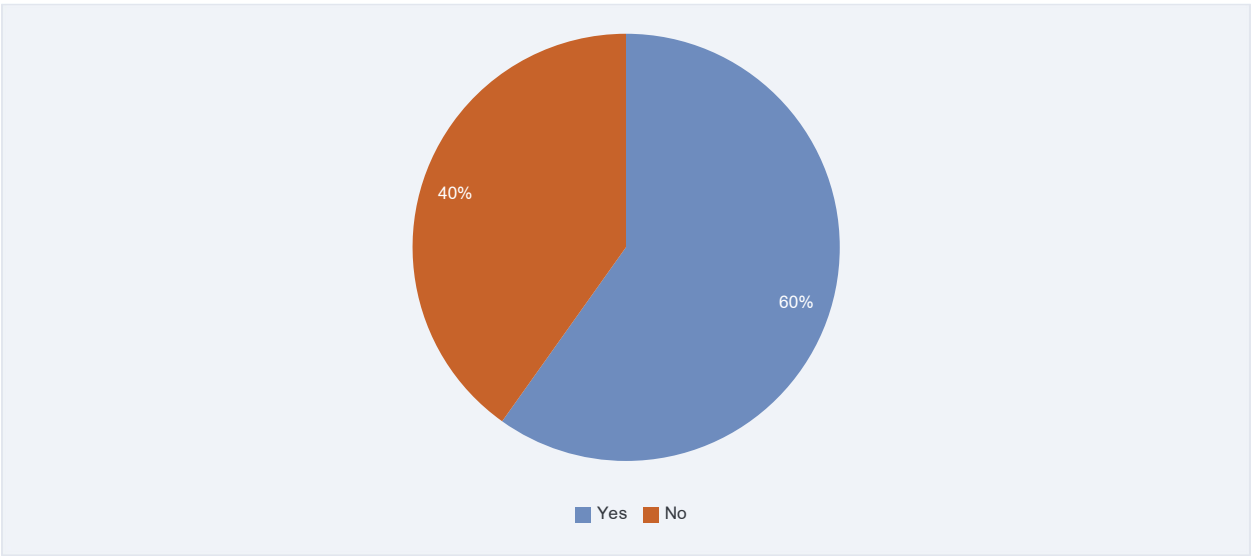


Figure 2. Respondents’ Perspectives on the Extent to Which the Meeting Objectives Were Met

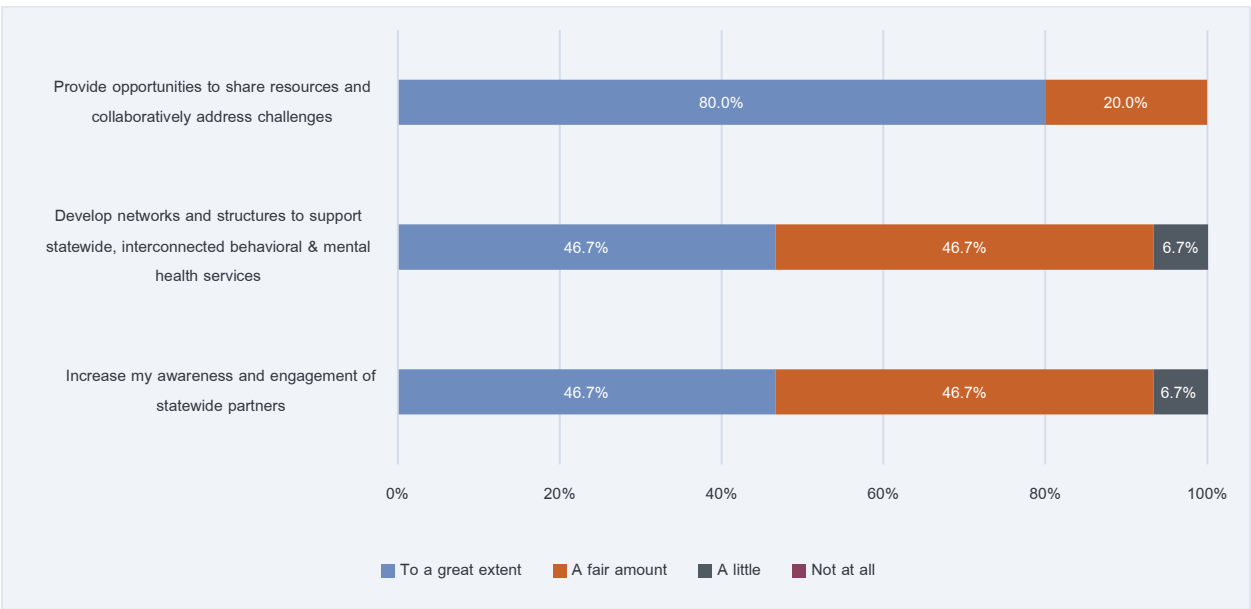
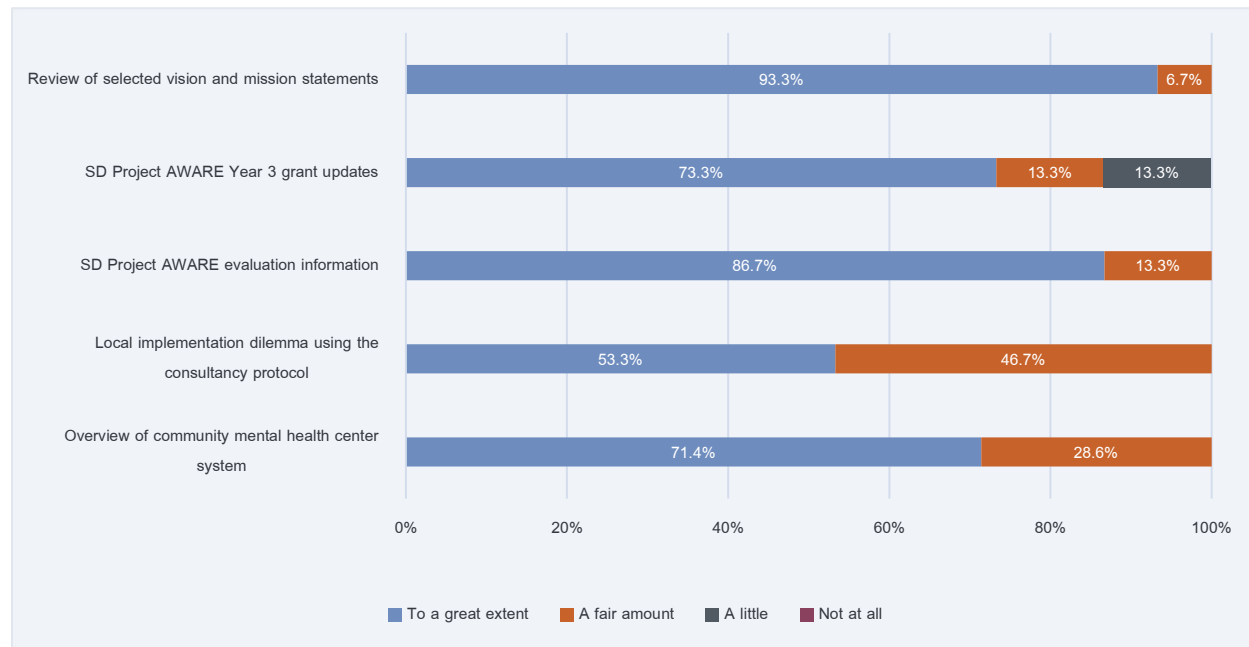


Figure 3. Respondents' Perspectives on the Extent to Which Meeting Segments Deepened Their Understanding of and Engagement With South Dakota Project AWARE



Respondents also indicated what they found to be most useful during the meeting. The variety of presentations and opportunities for discussion in breakout rooms were useful. Specific presentations and discussions that respondents found most useful were the PIRE evaluation update, the consultancy protocol and gathering ideas about dilemmas, updates from all components of Project AWARE, and SOC coordinator services to students and families. Finally, respondents reported that hearing the stories from other implementation teams across South Dakota, including how they are working together for their students, was most useful. Respondents also suggested improvements for future meetings. For example, they would have liked to know who was on the call and what organizations they represented. They also indicated that it would have been useful to hear all the dilemmas presented during the consultancy protocol activity. Additionally, it would have been helpful to understand what was going to happen in Year 3 and beyond and what additional schools would be able to participate. Also useful would have been information on CPAM and SOC coordinator collaboration opportunities. Finally, respondents would have appreciated having a review to conclude the meeting.

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The research department at Marzano Research supports partners in improving education systems, practices, and outcomes for all learners.

Founded in 2008, Marzano Research began working with state and local education agencies and practitioners to understand the challenges they face and support them in defining the questions, conducting the research, and implementing the answers to enhance educational results.

Today, Marzano Research has grown to become one of the leading research organizations in the country, providing rigorous research, evaluation, and technical assistance to federal, state, local, and private partners. As part of that work, we serve as the lead for the Regional Educational Laboratory Central, working with state and local education agencies in seven states as thought partners and researchers to address some of the most challenging issues in education.